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ABSTRACT

Traditional evaluation designs using standardized achievement tests are not sensitive to the specific skills taught to migrant children in summer programs. This report proposes principles for evaluating summer migrant education programs based on the Federal Register requirements. The paper also offers information for designing evaluation procedures while improving migrant education. The document describes: (1) the process of developing a needs assessment for eligible children; (2) the importance of identifying achievement goals and educational objectives in designing evaluation procedures; (3) steps in the evaluation process; (4) criteria expressed as performance objectives for each child; (5) approaches to measuring achievement; (6) the assessment of summer early-childhood education programs; (7) teachers' ratings and judgments; and (8) types and frequency of support services. Attachments include an outline of proposed federal evaluation rules and a sample teacher-rating form. (TES)

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A PLAN FOR CONDUCTING EVALUATIONS OF SUMMER MIGRANT EDUCATION PROGRAMS

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Because of the short-term nature of summer educational programs offered to Currently Migratory children, traditional evaluation designs utilizing standardized achievement tests are likely to be insufficiently sensitive to the specific skills taught to the children to be useful in assessing project effectiveness. In addition, these programs typically have local project expectations which include such enrichment areas as music, art, health, and physical education as well as those associated with support services. Thus a highly specific design utilizing multiple sources of data tailored to the local program seems both appropriate and desireable.

The requirements for evaluating summer programs are outlined in the Federal Register. (See Attachment A). Regardless of the evaluation design followed, the evaluation must be in accord with the Four Technical Standards adopted for the Title I Evaluation and Reporting System (TIERS). They are:

- Representativeness of evaluation findings,
- Reliability and validity of evaluation instruments and procedures,
- Valid assessment of achievement gains, and
- Quality control mechanisms to minimize error in evaluation procedures.

To meet these requirements and to offer useful information for local program improvement, the following paradigm is offered for use in designing local evaluation plans for summer migrant education programs.

1. Conduct a basic skills and support services Needs Assessment for all eligible children. The assessment should focus on those skills that comprise the scope of the local district curriculum. In addition to being integral to the curriculum, the skills assessed should be age/grade specific and within a range of what can reasonably be expected to be accomplished during the length of the summer program.

2. Using the results of the Needs Assessment and the evaluation results of the previous summer migrant education program (that is, what worked and what didn't work), design the project around at least two components: an achievement/local goals component and a support services component. The focus of effort throughout is toward the needs of individual children. Both components, then, should be evaluated.

3. The Basic Skill Achievement and Local Goals Evaluation assumes an objective-based, performance curriculum. As a minimum, this model requires four steps:

- Diagnosis - criterion-referenced basic skill level assessment for each child,
- Prescription - what is expected of the children and how well they must do,

- Assessment - informal and formal measures of student progress, and

- Monitoring Student Growth - maintaining records consisting of checklists & CRT test score data.

4. Criteria (expectations or standards) are expressed as performance objectives for each individual child. However, project success is based on measures of attainment of objectives and local goals, aggregated by grade level and by basic skill.

Example 1: Students enrolled in the interstate summer Migrant Reading Program will master an average of two skills per week for each week of attendance.

Example 2: Ninety-five percent of the students enrolled in the interstate summer Migrant Reading Program will master 80% or more of the skills taught them during the program.

5. Measurement of change can be accomplished through any of a variety of objective methods. For example, checklists of skill development can be maintained for each participating child. The number of skills mastered, divided by the number of weeks of instruction attended by each child, would indicate success in achieving the goal set forth in Example 1. On the other hand, the average percent of skill attainment for the group of children would determine the average level of mastery for the total group. For Example 2, the proportion of children who achieved 80% or more of the skills would provide an answer to the objective.

Attainment of skills can be assessed through classroom test performance or better still, through the use of Criterion-Referenced Tests (CRTs). Good test construction is not a casual affair. Reliability and validity of the test are of paramount importance to test quality and, therefore, to its usefulness in program improvement. There are some excellent references to assist in the development of these tests. One I would like to mention is Constructing Test Items, by Steven J. Osterlind, published by Kluwer Academic Publishers, Boston/Dordrecht/London, 1989.

Attachment B shows typical steps one may follow in developing and writing criterion-referenced test items. These tests should be constructed deliberately and carefully oriented to the local curriculum.

6. Pre-kindergarten and Kindergarten Programs - Early childhood education programs must also reflect the district curriculum. Because at these levels most activities relate to "readiness," the summer program objectives might consist of the following:

- Psychomotor Domain Skills -- Gross and fine,

  Cognitive Domain Skills -- Oral language, visual, and auditory, and

- Affective Domain Skills -- Personal/Interactional.

Specific performance skills for these three areas may be derived from the eighteen state-adopted Basic Skills Assessment Program (BSAP) kindergarten objectives, including early childhood development skills (birth through five years) identified by the National Migrant Education Program.

Evaluation of the skills selected (perhaps from the national lists) would be based upon the children's performance as judged or rated by teachers or other early childhood specialists. The judgments (ratings) for each of the skills can be classified as (1) skill gained, (2) skill lost, (3) skill did not change, and (4) not enough information to judge. The judgments are made with respect to each specific skill selected for the project within the three domains cited above.

When judgments (usually as ratings such as listed above) are used to assess performance, a systematic procedure needs to be followed to assure uniformity and objectivity in assignment of ratings (categories of judgments). One technique for doing this is listed below.

7. Teacher Ratings/Judgments

- Determine exactly what skills will be rated,
- Develop the rating criteria (categories or scale),
- Create a rating form,
- Carefully train the raters,
- Use the form, checking it for accuracy in its completion,
- Summarize the results, and
- Interpret and use the results for program improvement.

A sample prototype checklist form and a summary of an evaluation of such skills are attached to this paper (Attachments C and D).

8. Support Services - Record frequency of occurrences of

- guidance and counseling visits,
- attendance and home-school coordination (social work),
- health care (medical and dental),
- food,
- library use,
- transportation,
- coordination with other community agencies, and

- coordination with other LEAs.

An example of an objective for one or more of the Support Services might be:

Example for Home-School Coordination: The home-school coordinator will actively involve parents in school activities.

Evidence of project success for this objective might be as displayed in Attachment E.

Example For Other Support Services: Seventy-five percent (75%) of the students served will be screened for dental, medical, and other needs.

Evidence could then be presented in tabular form as shown in Attachment F.

In summary, evaluations of short-term migrant summer programs must be tailored very carefully to the program so that changes which do result from the program, can be detected. The evaluations, however, must be in accordance with the Technical Standards.

Federal Register,
Vol. 54, No. 10,
Thursday, January 26, 1989.
Proposed Rules

Subpart E - Evaluation

Section 201.52 Evaluation Information To Be Collected

In assessing their programs and projects, the SEAs and LEAs shall develop evaluations that will assess the effectiveness of:

A. Instructional services provided in grades 2-12:

1. During the regular school year . . .

2. During the summer term, the evaluation design will include . .

i. Objective measures of the educational progress of project participants (including educational achievement of basic skills over the project performance period); and

ii. To the extent possible, a means of comparing project outcomes to those of an appropriate nonproject comparison group; and

B. Support services provided in grades 1-12.

1. During either the regular or summer terms, the evaluation design includes measures of the effects of the project on participants consistent with the defined support services objectives.

2. When possible, these project outcomes should also be compared to the performance of an appropriate non-project comparison group.

A TYPICAL TEST DEVELOPMENT

I. Establish Purpose for Testing

- Decisions to be influenced by test results
- Intended test candidate population

II. Develop Test Specifications

- Content domain
- Skills and abilities to be tested
- Emphasis of test

III. Verify Test Specifications

- Emphasis
- Comprehensiveness
- Curriculum Relevance

IV. Write Test Questions

- Subject matter specialists
- Test development specialists

V. Review and Edit Test Questions

- Content review
- Psychometric review
- Editing

VI. Test Assembly

- Selection of questions to be used
- Assembly of parallel forms

VII. Pilot Testing

- Identify item flaws
- Estimate item difficulty

VIII. Final Form Assembly

- Based on pilot test analysis

IX. Test Production

- Layout, format, editing
- Key verification

X. Test Administration

XI. Post Administration Activities

- Item analysis
- Standard setting
- Response to item challenge
- Preparation for test revision

Example 1

C

Hypothetical Results of

Classroom Teacher Rating Form

Grade Level 9 Date _____

Teacher Adams Building Johnston H.S.

	Reading Skills						Social/ Emotional/ Motivational Skills			
Student	I. vocabulary-meaning	II. vocabulary-pronunciation	III. comprehension of course material	IV. speed in course readings	V. discussion of written materials	VI. oral reading fluency	VII. willingness to read	VIII. confidence in reading ability	IX. interest in non-required reading	Student Total
A	✓	✓	✓		✓	✓			✓	6
B	✓	✓	✓		✓	✓	✓	✓		7
C	✓		✓		✓					3
D	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
E		✓		✓	✓	✓		✓		5
F	✓					✓				2
G			✓		✓		✓	✓		4
H			✓		✓		✓	✓	✓	5
I	✓	✓			✓	✓	✓			5
J	✓	✓	✓		✓					4
K			✓	✓		✓	✓	✓	✓	6
L	✓	✓		✓	✓				✓	5
Total	8	7	8	4	10	7	6	6	5	

Directions: Please fill in the names of each student in your class and place a check (✓) under each skill in which you feel (s)he needs substantial supplimentary remediation through Title I.

CHANGES IN FIVE- AND SIX-YEAR OLDS IN THE DEVELOPMENTAL PROGRAM ACTIVITY NUMBER (PERCENT)*

Skill	Gained	Lost	No Changes	Not Judged	Total
Psychomotor--Gross	121 (92.37)	0 (0.00)	4 (3.05)	6 (4.58)	131 (100.00)
Psychomotor--Fine	123 (93.89)	0 (0.00)	2 (1.53)	6 (4.58)	131 (100.00)
Cognitive--Oral	112 (85.50)	0 (0.00)	11 (8.40)	8 (6.11)	131 (100.00)
Cognitive--Visual	118 (90.08)	0 (0.00)	6 (4.58)	7 (5.34)	131 (100.00)
Cognitive--Auditory	112 (86.15)	0 (0.00)	9 (6.92)	9 (6.92)	130 (100.00)
Affective--Personal/Interpersonal	119 (90.84)	0 (0.00)	5 (3.82)	7 (5.34)	131 (100.00)

* Average weeks of attendance per child = 3.39

E(1)

COMMUNITY INVOLVEMENT

Parental Activities		Number
1.	Transporting children to doctor and school	36
2.	Assisting other parents with enrollment applications	33
3.	Serving as interpreters for non-English speaking children	23
4.	Open house luncheon	21
5.	Assisting with PAC	19
6.	Assisting with open house and program	18
7.	Assisting in day care nurseries	10
8.	Serving as teacher aides	5
9.	Assisting with field trips, picnics, cookouts, etc.	5

Volunteer Activities		Number
1.	Assisting in collecting clothing	87
2.	Locating migrant families	37
3.	Assisting with open house and program	19
4.	Serving as interpreters for non-English speaking children	13
5.	Assisting with enrollment application	12
6.	Assisting in daycare nurseries	11
7.	Assisting in playground and lunchroom supervision	11
8.	Serving as teacher aides	9

F

HEALTH SUPPORT SERVICE ACTIVITY DATA

HEALTH SCREENING AREA	NUMBER SCREENED	NUMBER REGUIRING SERVICE	NUMBER RECEIVING SERVICE
Dental	419	125	25
Hearing	314	9	6
Vision	359	20	7
Immunizations	208	85	56
Scoliosis	154	1	0
Blood Pressure	275	5	5
Height	511	31	31
Weight	516	34	33
Parasites	305	65	42
Skin Impetigo	89	16	16
Hematocrit	73	34	34
Other (first aid, physician examination, immunization screening, tuberculosis screening, history update, etc.)	47	84	85
TOTAL	3270	509	340